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The teacher abreast of modern practices in phonetics and the direct method will find nothing new in the general principles advocated. The chapters on "Method" and "Grammar" do, however, contain certain practical devices and concrete suggestions which may prove welcome. The reader will gain little from this book who does not bear constantly in mind the English audience to whom it is addressed; and the latter portion, indeed, treating of the historic and present status of languages in the universities, has little to offer an American. In general, however, the loss in appositeness is fairly balanced by the gain in freshness of viewpoint. The suggestion, for example, that high-school classes in French be distributed among different instructors, lest in broadening the pupils' outlook we narrow the teacher's own and fail to co-ordinate the several departments, is one not likely to have emanated from an American. The style is chatty and readable, and altogether the book may serve to fill a leisure evening more acceptably than some more comprehensive treatment.

University extension.—Any type of university activity which is able in a period of five years to win a doubled measure of financial support and to increase its students threefold may be assumed to be rendering real service. Such is the record of American university extension, according to Commissioner Claxton, who sets forth cogent reasons in existing social conditions for its further enlargement.

These comments of the Commissioner occur in the Letter of Transmittal which prefaces a bulletin¹ on the university extension movement by Mr. W. S. Bittner, associate director of the Extension Division of Indiana University. The bulletin is a general survey of the nature, content, and extent of university extension activities, and of the types of organization by which these are administered. It includes a statement of the reasons for and the work of the Division of Extension established in the Bureau of Education in 1918, and its exceptional opportunities for making available for extension work the wealth of material existent in the federal departments. Because provision has not been made by Congress for the continuance of this Division in full operation, there has been organized the National University Extension Association to serve in a somewhat similar way as a clearing-house for the state extension organizations. An introductory chapter recites the remarkable development of the university extension service in England in connection with the labor movement—a field which Mr. Bittner says is largely untouched in America.

Handbook for teachers of history.—The classroom teacher is ever made conscious of the advantage of having at hand those aids which supply brief and succinct answers to questions that perplex her and which are suggestive of methods and procedure in daily class work. The Cambridge series of hand-

¹ W. S. BITTNER, "The University Extension Movement," *United States Bureau of Education Bulletin No. 84*, 1919. Washington: Department of the Interior. Pp. 124.

books for teachers aims to meet this requirement, especially for the less experienced teachers. One recent volume¹ of this series deals with problems and methods of teaching history.

After defining certain legitimate reasons for teaching history in schools, and distinguishing these from "false and shallow justification," a clear statement is presented of the basis of selection of materials for pupils of different age groups and a detailed plan is outlined for organizing courses in English history for upper-grade pupils in either a one, two, three, or four years' sequence. Further discussion concerns the nature and use of the history textbook and the effective use of supplementary historical and literary source material, with specific reference to a number of especially valuable ones; types of historical exercises which may be employed as aids to the stimulation of interest and the retention of historical facts; and different ways of utilizing general, local, and recent history. Three specimen lesson-units are given in outline form—one illustrating a unit of pure narrative, one which describes a particular social situation, and one which centers about a national character. A final chapter points out some of the most common pitfalls which beset the teacher of history, and suggests means of avoiding them.

The book seems well calculated to serve its expressed purpose of providing the teacher "with some information as to the directions in which improvements in method have been suggested by various authorities, and to indicate the points where recent experiments have accomplished an acknowledged advance on previous practice."

Commercial and professional schools.—Advance sheets² of the Bureau of Education's Biennial Survey of Education in the United States, 1916-18, covering the three sections dealing with normal schools, private commercial and business schools, and nurse-training schools, have been issued. This is the first time that a separate section of the report has been devoted to the last-named group, previous issues having included these schools in a summary report of professional education. The present report includes the name and location of all nurse-training schools known to be in existence whether or not statistical data could be presented, so that the list here included constitutes a complete directory of these schools in the United States.

Each of the bulletins defines, enumerates, and classifies the institutions of which it treats, and presents numerous tables and charts portraying the status and practices of such schools for the year 1917-18. Historical tables pertaining to certain items enable comparison of present conditions with those of previous

¹ EUGENE LEWIS HASLICK, *The Teaching of History*. Cambridge, England: Cambridge University Press, 1920. Pp. 119.

² "Private Commercial and Business Schools, 1917-18," *United States Bureau of Education Bulletin No. 47*, 1919; "Nurse Training Schools, 1917-18," *Bulletin No. 73*, 1919; "Statistics of Normal Schools, 1917-18," *Bulletin No. 81*, 1919. Washington: Department of the Interior.